*To Kill a Mockingbird* Essay Scoring Guide NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Focus\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**0 1 2

\_\_\_\_The focus is clearly established in the introduction in the form of a thesis statement that directly responds to the prompt.

\_\_\_\_Topic sentences connect to thesis statement and further develop the controlling idea of the paper.

\_\_\_\_No details are irrelevant, redundant or off-topic.

**Organization**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 0 1 2 3

\_\_\_\_Transitions are used effectively between body paragraphs

\_\_\_\_Transitions are used effectively between supporting details

\_\_\_\_Ideas are organized logically and in accordance with the outline

**Content\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Introduction*

\_\_\_\_Hook / Grabber effectively sets up central ideas of the essay 0 1

\_\_\_\_Bridge / background sentences effectively connects hook to thesis 0 1 2

\_\_\_\_Thesis statement directly responds to the prompt and reflects abstract and concrete elements from the prompt. 0 1 2

*Topic sentences* 0 1 2

\_\_\_\_establish the controlling idea for each paragraph

\_\_\_\_express an assertion related to the thesis statement

*Textual Evidence*

6 – specific, detailed, and relevant textual evidence that clearly and directly supports the thesis/topic sentence

5 – appropriate textual evidence that relates back to thesis

4 – some supporting textual evidence but there may be lapses in quality or connectedness to thesis

3 – the minimal number of textual examples are offered but textual evidence does not clearly support the thesis

2 – inadequate textual evidence is offered

1 - Disjointed or inappropriate supporting textual evidence, vague generalizations, and/or poor organization

0 – No evidence is offered.

*Lead-ins* include context/speaker and are used in all body paragraphs to integrate textual evidence 0 1 2 3

TOTAL POINTS EARNED \_\_\_\_\_\_\_\_\_ / 45 POINTS POSSIBLE

*Commentary*

9 – Demonstrates insightful analysis of how character develops the theme

8 – Demonstrates reasonably consistent analysis of how character develops the theme

7 – Adequate analysis of how character develops theme, although some commentary may be thin

6 – Superficial or thin analysis of how character develops theme, but some attempt is made at commentary.

5 – Some attempt is made at offering commentary but no connection is made to the theme. The paper may offer analysis of character rather than theme.

4 – Little or no analysis of how character develops theme or demonstrates misreading of the text.

0 – No commentary is offered. The essay may be a list of textual evidence with no attempt at commentary

*Conclusion:* 0 1 2 3

\_\_\_\_Includes restatement of thesis

\_\_\_\_Includes bridge sentences that offer a recap of significant ideas

\_\_\_\_Includes a connection to hook clearly connects essay with larger significance

**Style \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

5 – Effective word choice, strong/active verbs, varied sentence structure, sense of voice, clear and concise language

4 – Some varied sentence structure and effective word choice

3 – Limited sentence variety, adequate word choice, lack of conciseness/clarity

2 – Almost no examples of varied sentence structure or effective word choice

1 – No sentence variety and/or simplistic or inappropriate word choice

**Conventions\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

5 – Demonstrate consistent and effective control of standard written English grammar. Errors are minimal and minor and do not interfere with the content of the essay. May just be typos.

4 – Demonstrate effective control of standard written English grammar and mechanics although not completely without errors.

3 – Demonstrate adequate control of standard written English grammar and mechanics although they may have several errors.

2 – Recurrent errors in grammar, mechanics, and/or usage, and/or errors interfere with content.

1 – Serious errors in grammar, mechanics, and/or usage that interfere with the reader’s understanding

**Formatting (.5 ea.)**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_0 1 2

\_\_\_\_ double-spaced \_\_\_\_ proper heading \_\_\_\_ indent new paragraph \_\_\_\_\_title